The Mallard Academy
Behaviour and Relationships Policy

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1. Our Ethos, Vision and Values

Every Child, Every Chance, Every Day!

- Pupils at The Mallard Academy will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.
- Every pupil will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.
- The amount of time pupils spend in education is finite. We have a responsibility to ensure every moment a pupil/student is in an Exceed Learning Partnership Academy, must be spent productively. Once wasted, it is gone forever and cannot be given back.

The Motto for The Mallard Academy is "On Track to Exceed!"

Our vision is to inspire pupils to surpass expectations and lead with purpose, driven by a legacy of excellence, innovation, and determination.

At The Mallard Academy, we are dedicated to empowering every pupil to reach their fullest potential. Inspired by the legacy of the Mallard locomotive, we are fostering an environment where excellence, innovation, and determination thrive. We aim to equip our pupils with the knowledge, skills, and confidence to surpass expectations and lead with purpose in an ever-evolving world. Our commitment is to cultivate a community of learners who are driven by curiosity, resilience, and a relentless pursuit of their dreams—just as the Mallard once soared beyond limits.

2. Roles and Responsibilities

2.1 Introduction

- At The Mallard Academy our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where collaboration and partnership ensure the quality of learning is of the highest standard.
- We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.
- This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil/student behaviour at our academy. Whilst this behaviour policy refers mainly to the behaviours of children within academy premises, the academy reserves the right to discipline beyond the academy gate.

2.2 Aims of this policy

- To provide a holistic environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits.
- Through collaboration encourage a stimulating and purposeful learning environment where all children thrive and flourish.
- To foster caring and tolerant attitudes which celebrate diversity and achievements in all areas.
- To encourage increasing independence, self-awareness and positive health and well-being.
- To promote a culture of positive behaviour through a balance of relational practice and staged approaches to consequences, sanctions and reward.

2.3 Links to legislation

- DfE Behaviour in Schools, Advice for headteachers and school staff 2024
- DfE Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance 2022
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- DfE Mental Health and behaviour in schools 2018
- DfE Keeping Children Safe in Education 2024
- Ofsted Equality and Diversity Impact Assessment: Inspecting Protected Characteristics Sept 2023 - Equality Act 2010: guidance
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- Use of reasonable force in schools 2013

3. Key Principles

3.1 Curriculum

- Engaging pupils with learning is key. Offering a well-planned and personalised curriculum which inspires all learners is a fundamental preventative measure. As is ensuring that the curriculum consistently supports pupils' health and wellbeing. We use a wide range of strategies to increase pupil engagement such as collaborative learning activities, promoting oracy in lessons and enabling pupils to shape and lead their learning.

3.2 Environment

- The environment gives clear messages to pupils about the extent to which they and their efforts are valued. The Mallard Academy has set expectations of our environment in order to ensure practice is consistent.
- Within the environment children should be able to view the class rules and the academy Mallard Values, as both will act as a reminder for the expected standards

3.3 Values

- Our values underpin our approach to behaviour. Conversations about behaviour with pupils and staff should always refer back to the values. We focus our communication on efforts and values shown, as opposed to achievements.

3.4 Relationships

- Positive relationships are key. Staff must be a constant presence around the academy, in-between classes, during breaks in the school day, and at lunch times in order to ensure that pupils are using the academy grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.
- When dealing with poor behaviour, we keep relationships in tact by focussing on the behaviour and not the pupil. Staff will refer to our behaviour blueprint (Appendix 7) to ensure that their responses to poor behaviour are consistent with our approach and values.

3.5 Consistency

- Consistent adult behaviours will lead to pupils/students consistently conforming to our expectations.
- A truly sustainable consistent approach does not come from a toolkit of strategies, but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.
- At our academy we model consistency through the enactment of our behaviour blueprint (Appendix 7)
- Language and response: Referring to the behaviour blueprint (Appendix 7) simple and clear expectations reflected in all conversations about behaviour.
- Follow up: Ensuring 'certainty' at the classroom, leadership and whole school level. Teachers and support staff are empowered to resolve behaviour needs themselves, seeking support from colleagues or members of the leadership team when needed.
- Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours. See section 5 for more detail of our staged approach to behaviour management.

3.6 Motivation

- The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships.
- Ways in which we recognise positive behaviour could include:
    a) Weekly certificates (awards linked to our learning characteristics, values and Be Rules)
    b) Phone calls or text messages home
    c) Sharing excellent learning with others
    d) Good news postcards
    e) Proud awards
    f) Mallard Values Awards

g) Mallard Merits points (through the dojo system)

- The overuse of stickers or prizes and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.
- For a minority of children, they may need more incentive and support to behave well. In these circumstances individual adjustments may be used, with a focus on earning a reward for behaving appropriately. Reward charts may be used, these should be agreed by the class teacher and their phase leader (or other member of the leadership team) before being introduced. This ensures that they are used appropriately and consistently.

3.7 De-escalation

- De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of pupils, a reminder may be all that is needed.
- For some pupils, de-escalation strategies would be recorded in their individual behaviour plan.
- When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the pupil can get back on track without giving attention to the negative behaviour.
- Across our academy we use a range of strategies including:
  a) Re-direction
  b) Distraction
  c) Humour
  d) Non-verbal cues
  e) Remaining calm, consistent and fair
  f) Paying attention to the right behaviours

3.8 Language

- At The Mallard Academy we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversation for challenging behaviour should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the pupil/student. Example conversations are shown on our behaviour blueprint.
- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual: 'remind in private'.
- Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences.
- Our language should include the explicit use of our Mallard Values:

  Motivated: "We try our best every day and never give up!"
  Ambitious: "We dream big and reach for the stars!"
  Learning Together: "We help each other learn and grow."
  Leadership: "We set good examples and inspire our friends."
  Adaptable: "We are flexible and can handle changes easily."
  Respectful: "We treat everyone kindly and with respect.
  Determined: "We keep going, even when things are hard."

3.9 Routines

- Across our academy we teach the behaviours we want to see and practise these regularly with the pupils/students so they are clear about the expectations of them.
- Core routines at our academy form part of our visible consistencies and relentless routines (see Appendix 7):
  a) How we walk around the academy – *wonderful walking, legendary lines*
  b) Movement during transition periods e.g., carpet to tables, playground to classroom, corridors etc. – *coundon from 5, terrific transitions.*
  c) Whole school 3 claps signal or count down from 5 for regaining large group attention e.g. in the dining hall.

4. Roles and Responsibilities

4.1 Staff

- All academy staff must:
  a) Display a relational approach to all pupils
  b) Demonstrate unconditional care and understanding
  c) Deliberately and persistently catch children doing the right thing and praise them
  d) Know their classes well but also develop positive relationships with all children
  e) Use these relationships to create a safe and stimulating learning environment that inspires pupils' interests and learning
  f) Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
  g) Relentlessly work to build mutual respect
  h) Remain calm and keep their emotion for when it is most appreciated by pupils and students
  i) Be a positive role model through the academy values and creating an ethos of high expectations for all
  j) Follow and implement this policy consistently
  k) Understand and comply with the following additional policies:
     - Staff code of conduct
     - Safeguarding and child protection policy
     - Low level concerns policy
     - Pupils who abscond policy

4.2 Principal and the Senior Leadership Team

- The Principal and the Senior Leadership Team must:
  a). Display a relational approach to all pupils
  b). Demonstrate unconditional care and understanding
  c). Be a visible presence around the academy
  d). Regularly celebrate staff and pupils whose efforts go above and beyond expectations
  e). Encourage use of positive praise, phone calls/notes home/certificates

f). Ensure staff training needs are identified and met
g). Use behaviour records to target and assess interventions
h). Provide teachers guidance in managing pupils with more complex or challenging behaviours
i). Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

4.3 Pupils/students

- All pupils/students must:
  a). Demonstrate unconditional care and understanding inline with age related expectations.
  b). Consistently follow and model the academy Mallard Values and enable a positive climate for learning by following the academy expectations and showing good learning behaviours.
  c). Make a positive impact in the academy community and beyond through taking responsibility for their behaviours, actions and voice.
  d). Follow the 4 academy 'Be Rules':
    - Be Safe
    - Be Kind
    - Be Respectful
    - Be Ready

4.4 Parents, carers and guardians

- All parents, carers and guardians must:
  a) Help their child understand appropriate behaviours, academy values and expectations
  b) Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements
  c) Through positive relationships within the academy community, support a safe environment that prepares and ensures that pupils/students are ready for learning everyday.

5. Staged Approach to Managing Behaviour

5.1 Outline

This section outlines the steps an adult should take to deal with poor behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all pupils being treated fairly. Staff should always use a measured, calm approach; referring to the pupil by name; lowering themselves to the pupil's physical level (where appropriate) making eye contact; delivering the required message; and then leaving the conversation to allow the pupil 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which pupils sometimes use as a distraction from the initial behaviour or to escalate the situation further.

5.2 Response to behaviour

Step	Possible scenarios/behaviours	Response
Reminder	Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind words/improper use of equipment/disturbing learning/ refusal	De-escalation tactics e.g., move into the pupil's/student's view, use non-verbal cues, Rule reminders – use script Praise those who are doing the right thing Re-engage through re-direction Provide take up time ***I noticed you chose to . . . .*** ***This is a reminder that we need to . . . (refer to class rule or value)*** ***Make a better choice please*** ***Thank you***
Warning	Behaviours continue	Continue with de-escalation tactics and provide take up time I noticed you chose to . . . . ***If you choose to continue then you will owe 5 minutes.*** ***Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you.***
Follow up	Behaviours continue	Child needs a short period of reflection time (somewhere in the classroom/a paired class) 5/10 minutes sitting alone to calm and reflect Reflection time should be made up during play/lunch ***I noticed you . . .*** ***You now need to . . .*** ***We can then speak in 5 minutes.*** ***Thank you*** For regular occurrences: • Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by teacher to inform them that behaviour is a cause for concern

Follow up	Behaviours escalate • Offensive vocabulary	Child needs to learn somewhere else Teacher to provide learning
	Repeatedly disturbing the learning for many • High levels of aggression/emotion	Teacher to discuss with leadership appropriate consequence – could be the removal of a privilege/social time ***I noticed you . . .*** ***You will now need to learn away from our classroom*** ***I will speak to you about this . . .*** For regular occurrences: • Discussion with Phase Lead / SENCO / Principal as appropriate. • Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident. • Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside pupil/student, reduced school day, etc. • Consider referral to multi agencies i.e.,Behaviour Support / Ed Psych, etc.
Repair		Follow up using restorative questions • ***What happened? (Neutral, dispassionate language.)*** • ***What were you feeling at the time?*** • ***How do you feel now?*** • ***How did this make other people feel?*** • ***Who has been affected? What should we do to put things right? How can we do things differently?***
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. Some behaviours may result in an immediate need for follow up. At our academy, these behaviours include: • Hurting someone else • Being in possession of banned or prohibited items • Causing damage to school property • Inappropriate language		

5.3.1 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from the academy

- Wearing the academy uniform
- In any other way identifiable as a pupil of the academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

5.3.2 Online misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

5.3.3 Suspected criminal behaviour

- If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the Principal or a member of the Senior Leadership Team will make the report. The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

5.3.4 Malicious allegations

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The academy will also consider the pastoral needs of staff and pupils accused of misconduct

5.35 Zero tolerance approach to sexual harassment and sexual violence

- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
  The school's response will be:
  a). Proportionate
  b). Considered
  c). Supportive
  d). Decided on a case-by-case basis
- The trust/academy have procedures in place to respond to any allegations or concerns regarding a child's/young person's safety or wellbeing. These include clear processes for:
  a). Responding to a report
  b). Carrying out risk assessments, where appropriate, to help determine whether to: -
  Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police
- Please refer to Trust/academy child protection and safeguarding policy for more information.

5.4 Repeated or persistent misbehaviour

- At The Mallard Academy we are aware that there are experiences in school that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.
- Therefore, we record inappropriate behaviours on CPOMs, so we can:
  a) Increase our awareness and identify patterns
  b) Recognise potentially disruptive situations and attempt to minimise them
  c) Target key pupils/students for the appropriate intervention
- Senior leaders in the academy will regularly analyse data linked to behaviour to inform their actions across the academy.
- Staff are expected to record 'level 3 or 4' incidents and repeated or persistent misbehaviour on CPOMS using the following format -
  A - Antecedent: details of what was happening on the lead up to the incident/misbehaviour
  B - Behaviour: details of the incident/misbehaviour
  C - Consequence & Conclusion: details of the action taken by staff and or the pupil to resolve the incident/misbehaviour

5.5 Serious Incidents

- Occasionally, some pupils may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly by a member of SLT. If this occurs, a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.
- However, it is important to maintain that all adults can deal with these types of behaviour.
  Unacceptable behaviours that may be escalated include:
  a) Violence (i.e., physical contact made with the intention to harm)
  b) Defiance that becomes dangerous
  c) Persistent taunting, teasing and bullying behaviour
  d) Stealing

e) Spitting
f) Swearing
g) Discriminatory language or harassment (i.e., behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. For example, due to age, disability, gender, race, religion or belief or sexual orientation)
h) Incidents considered to be 'child on child abuse' - refer to the Child Protection and Safeguarding policy for further information.

- We have the right to take measures to keep pupils/students and staff safe. These measures include:
  a) The legal right to confiscate inappropriate items from pupils such as mobile phones
  See the DFE advice for schools 'Searching, Screening and Confiscation'.
  b) Statutory powers to discipline pupils who behave poorly outside of the academy.
  c) Greater scope and flexibility in giving pupils detentions, which may include after school detentions. If the academy feels after-school detention is an appropriate consequence, parental agreement will be sought. However, under the new guidelines, pupils can receive detention outside academy hours without parental consent, although 24 hours' notice to parents is necessary.
  d) The Principal has the power to search groups of pupils/students if they suspect one of them is carrying a knife or other offensive weapon. See the DFE advice for schools 'Searching, Screening and Confiscation'
  e) A legal duty on academies to make provision to tackle all forms of bullying.
- Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Principal.

5.6 Consequences

- Consequences should:
  a) Be linked to the behaviour and be reasonable and proportionate in response to the action
  b) Make it clear that unacceptable behaviour affects others and is taken seriously
  c) Not apply to a whole group for the activities of individuals without appropriate cause and consideration
  d) Be consistently applied by all staff to help to ensure that pupils/students and staff feel supported and secure.

  (See appendix staged approach to consequences)

5.7 Discrimination towards protected characteristics

- At The Mallard Academy we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics (whether intended or in 'jest') extremely seriously and is not tolerated.

  The protected characteristics are:

  a) Age
  b) Disability
  c) Gender reassignment
  d) Marriage and civil partnership
  e) Pregnancy and maternity
  f) Race
  g) Religion and belief

h) Sex
i) Sexual orientation

- Behaviour of this nature will be dealt with by an appropriate member of staff, this would usually be one of the academy leaders, who will fully investigate the incident.
- Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate. The victim's voice including wishes and feelings will be captured and recorded.
- The academy leader will make contact with the families of those involved and inform them of the incident and the outcome.
- The incident will be recorded on the pupil's file via CPOMs. If this behaviour is repeated, then a meeting with parents may be arranged to discuss the seriousness of the behaviour.

5.7.1 Inclusion

- Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils.
- Pupils with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors. Responses to these difficulties should be supported and planned as part of a multi professional approach within schools.

5.8 Restorative practice

- A restorative approach enables the academy to resolve conflicts, improve behaviour and develop well-rounded individuals.
- The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.
- Restorative justice techniques are used to positively resolve conflict that arises in the classroom and the playground in order to uphold a positive learning climate.
- This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.
- Staff will use the below script for the restorative conversation:

a) What happened and why they made the choice to behave like that?
b) Who was affected by their behaviour?
c) What could have been done differently, what would they do to avoid the same situation happening again?
d) What you could the other party have done differently?
e) Agree strategies, goals, targets for the future

5.9 Positive handling

- We recognise that their behaviour is a way of communicating their emotions. When dealing with a pupil in crisis, they may need physical intervention. Any physical intervention used by staff should be in

accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted.

- Staff and leaders will refer to 'Use of reasonable force' guidance, 2013, non-statutory advice from the Department for Education. This guidance advises that: Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- There is no legal definition of legal force. However, there are legal justifications for the use of force. These include if the pupil/student is:
  a) In danger of hurting themselves
  b) Endangering the safety of others
  c) Disrupting the good order of the classroom
  d) Destroying property.
- The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent.
- Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log format *(see appendix 2)* All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the academy day at the latest). Parents will always be informed. Incidents that require the use of physical interventions/restraints can be very upsetting to all involved and may result in injuries to pupils/students or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.
- Pupils should be given time and space to calm down after an incident and when ready, reintegrated back into their timetable as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require it other than basic first aid. All injuries should be reported and recorded on an accident form and in the accident log book.
- All staff using physical restraint as part of their daily role will be appropriately trained and will refresh this training on a regular basis. Where a pupil has been restrained a 'positive handling plan' will be written to support future behaviour (*see appendix 3)*

6. Suspensions and Exclusions

6.1 Fixed term suspension

- In order for pupils to achieve their maximum potential in the academy, they must feel safe. If a pupil significantly breaches the academy's behaviour policy and if the pupil remaining in the academy would seriously harm the education or welfare of the pupil or others in the academy, the Principal may take the decision to suspend for a fixed period.
- If this decision is taken, work will be set for the pupil to complete at home. Following a fixed term suspension, the pupil and parents meet the Principal to discuss the pupil's reintegration to school and the best way forward to support the pupil. Each day is a new day and where a pupil has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

6.2 Managed Moves

- Pupils who continue to experience behavioural issues may be offered a managed move. This will involve the student moving to another school. This may be used as an alternative for a student who is at risk of permanent exclusion. In these cases, the student continues to be on roll at the Academy. Managed moves take place for a fixed period of time, at the end of which there is a review and the student may be taken on roll at the new school.
- A managed move is carefully considered prior to working in partnership with other local schools. If a student's behaviour is deemed dangerous or consistently unacceptable then a managed move will be skipped/not put in place. If behaviour continues to escalate then a BOSS referral and/or Inclusion panel will be made to the local authority. If a managed move is unsuccessful a pupil will return to the academy or, if the move was used to avoid a permanent exclusion and concerns persist in regard to the student impacting on the health, safety and well-being of our community, permanent exclusion may be invoked.

6.3 Permanent Exclusion

- Permanent exclusion should be seen as the very last resort and, as such, we would take all reasonable steps to avoid this type of exclusion. All policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when a risk assessment indicates that to allow the pupil to remain in the academy would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the academy.

7. Banned and prohibited items

Prohibited and banned items:

Please refer to the DfE guidance: Searching, screening and confiscation: Advice for schools (2022) accessed via: https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

According to the DfE, prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks
- pornographic images

In our academy the following items are banned:

- Electronic cigarettes including vapes
- Chewing gum
- Flammable items such as spray deodorant / hair products
- Energy drinks and high sugar confectionary

8. Conclusions

8.1 Monitoring arrangements

- The Executive Principal is responsible for reporting to the local governing board on how the policy is being enforced and upheld, via the termly report.
- The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.
- The policy is reviewed every 12 months

Appendix 1: Staged Approach to Consequences

	Types of behaviour witnessed (These are examples rather than an exhaustive and definitive list)	**Possible Consequences**	**Actions can include**
Stage 1	Not following instructions. Talking during listening time. Not engaged in learning. Distracting peers. Shouting out	Positive reminders. Gestures. Warning. Yellow card. Cue cards. Learning pitch check	No further action if these behaviours cease.
Stage 2	Persistent low level from stage 1. Disruption in class. Rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving the classroom without permission,	Missed break times. Time out/ time in. Restorative conversations. Completing any missed learning. Restorative practice e.g. letters of apology	Internally logged/ monitored, SLT made aware Teacher to contact home to discuss concerns.
Stage 3	Persistent behaviours from stage 2. Damaging learning. Persistent inappropriate language used. Aggressive behaviour Use of homophobic, transphobic, racial language	Short term removal e.g. one lesson Detention Behaviour plan Contact with parents SLT involvement Longer term removal of social or break times	Incident recorded on C-POMS Meeting with parents/carers, teachers and SLT Involvement of external agencies and pastoral staff Risk assessment Involvement of external agencies and pastoral staff
Stage 4	Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment.	Suspension Internal Suspension Longer term removal of social or break times Fixed Term suspension. Exclusion Managed moves	Recorded on C-POMS Meeting with parents/carers, teachers and Principal Notifying Local Authority Involvement of CEO/ Local Governing Body.

Appendix 2: Record of incident Requiring Positive Handling

The Mallard Academy

RECORD OF INCIDENT REQUIRING POSITIVE HANDLING

Name of Pupil:	**DOB:**		**Date:**
Time of incident: Start:	**Finish:**		**Duration of hold:**
Person recording incident:	**Incident Book No and Page:**		
Location of incident:			

De-escalation techniques used (number in order used):							
Verbal advice:		Verbal Support:		Distraction:		Transfer to new adult:	
Time our directed:		Alternative offered:		Step away:		Limited choices:	
Calm Taking:		Space given:		Direction given:		Success reminder:	
Humour:		Reassurance:		Planned ignoring:		Consequence reminder:	
Help Script:		Supportive touch:		Simple listening:		Removing audience:	
Apologising:		Agreeing:		Acknowledgement:		Other:	
Response to de-escalation: Positive: Negative:							

Reason for intervention (Actual – A / Threat – T):				
Injury to self:	A/T	Criminal Offence:	A/T	Other:
Injury to staff / pupil:	A/T	Serious disruption	A/T	_____

Medical intervention:
Breathing monitored during incident: Y/N Circulation monitored during incident Y/N
Injuries to staff/pupil Y/N Air1 No: _____
If yes, what? _____ If yes, what? _____

Team Teach Techniques used in intervention (number in order used):							
Help Hug:		Cradle:		Friendly hold:		T Wrap:	

Single elbow:		Double elbow:		Face:		Figure of four:	
Guided escort:		Other					
Position: Standing: Sitting: Ground: Escorting:							
Did position change: Y/N If so, to what position?							

Staff Members Involved:				
Name:	Designation:	Active	Passive	Signature:

Details of incident:

1) What happened prior to the incident/triggers

2) What happened during the incident (try to include all details):

3) What happened after physical intervention:

Action taken after the incident:

Outline of debrief:	Staff debriefed: Y / N
Outline of debrief: Hear Explain Link Plan	Pupil debriefed: Y / N
Time:	Date:
Pupil's signature	Staff Signature:

Action Taken / Outcomes:		
PLP Updated:	Risk Assessment Updated:	PHP Updated:

Notifications	Phone:	Report Book:	Letter:		Phone:	Report Book:	Letter:
Parent/Carer:				Police:			
Social Worker:				Child Protection:			

Appendix 3: Positive Handling Plan

Child's Name:	Date of plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?
Stage 4 Recovery Behaviours	**Stage 5 Depression Behaviours**	**Stage 6 Follow up**
What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?

What are the common triggers?

De-escalation Skills:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			

Child's interests/praise points

1.

2.

3.

4.

5.

Any medical conditions to be taken into account before using physical interventions?

Preferred method of physical intervention?

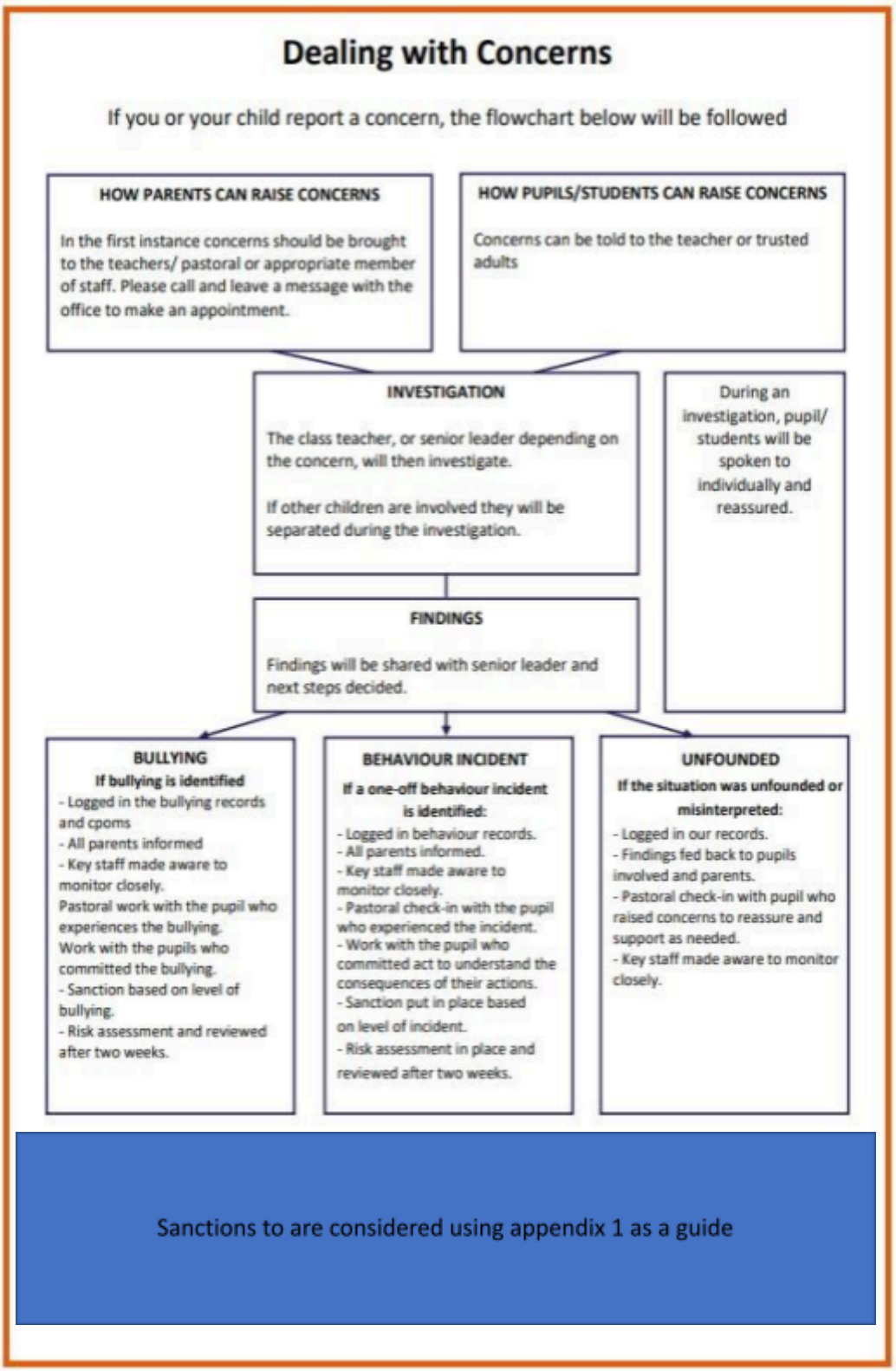
	Try	Avoid	Notes
Friendly escort			
Single elbow			
Figure of four			
Double elbow			
Single elbow in seats			
T wrap			
T wrap to seats			
Seats to T wrap			
T wrap to ground			
Cradle			

How should we record incidents and who should we inform?

Plan signed and agreed by:

Executive Principal/ Head of School	Name:	Child:	Name:
Parents/Carers	Name:	Class Teacher:	Name:
Social services (if applicable)	Name:	SEN LSA:	Name:
Educational Psychologist	Name:		

Appendix 4: Dealing with Concerns


Dealing with Concerns
If you or your child report a concern, the flowchart below will be followed
HOW PARENTS CAN RAISE CONCERNS
In the first instance concerns should be brought to the teachers/ pastoral or appropriate member of staff. Please call and leave a message with the office to make an appointment.
HOW PUPILS/STUDENTS CAN RAISE CONCERNS
Concerns can be told to the teacher or trusted adults
INVESTIGATION
The class teacher, or senior leader depending on the concern, will then investigate.
If other children are involved they will be separated during the investigation.
During an investigation, pupil/ students will be spoken to individually and reassured.
FINDINGS
Findings will be shared with senior leader and next steps decided.
BULLYING
If bullying is identified
- Logged in the bullying records and cpoms
- All parents informed
- Key staff made aware to monitor closely.
Pastoral work with the pupil who experiences the bullying.
Work with the pupils who committed the bullying.
- Sanction based on level of bullying.
- Risk assessment and reviewed after two weeks.
BEHAVIOUR INCIDENT
If a one-off behaviour incident is identified:
- Logged in behaviour records.
- All parents informed.
- Key staff made aware to monitor closely.
- Pastoral check-in with the pupil who experienced the incident.
- Work with the pupil who committed act to understand the consequences of their actions.
- Sanction put in place based on level of incident.
- Risk assessment in place and reviewed after two weeks.
UNFOUNDED
If the situation was unfounded or misinterpreted:
- Logged in our records.
- Findings fed back to pupils involved and parents.
- Pastoral check-in with pupil who raised concerns to reassure and support as needed.
- Key staff made aware to monitor closely.
Sanctions to are considered using appendix 1 as a guide

Appendix 5: Individual Behaviour Plan

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Plan start date	Next review date	Medical conditions / SEND / Additional needs

Challenging Behaviour - What does it look like? How often does it happen? How long does it last?	Targets - What are we working towards? What support is needed?

Triggers / Warning signs / Reasons for challenging behaviour	Strategies for maintaining positive behaviour

Reactive strategies	Support after the incident

Skills / Talents / Achievements	Likes / Dislikes

De-escalation strategies:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			

Removing audience			
Others			

Parent Name	Parent signature of agreement	Date of signature

Pupil Name	Pupil signature of agreement (if appropriate)	Date of signature

Lead Staff Name	Lead Staff Signature of agreement	Date of signature

Appendix 6: Risk Assessment for Challenging Behaviour

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Risk assessment start date	Next review date	Medical conditions / SEND / Additional needs

Hazards or risk of harm to others	Presenting risk? Y / N	Control / risk reduction measures and additional comments	Risk Level H/M/L
Bites / spits			
Grapples or wrestles			
Inappropriate / sexualised touching			
Sexualised language			
Other Harmful Sexual Behaviour (Provide detail)			
Head butts			
Kicks / stamps			
Thrashes on floor			

Self harm / self injurious behaviour			
Shouts / screams			
Slams door / objects			
Slaps . pinches / punches / scratches / pushes / pulls hair			
Throws items / uses weapons			
Unpredictable behaviour			
Verbal abuse / threats			
Causes damage			
Disrupts learning or play			
Causes graffiti			
Absconds			
Inappropriate attachment to others (provide detail)			
Targets other pupils / staff			
Needs bespoke arrangements for trips			

Known Triggers	Y / N	Comments	Risk Level H/M/L
Group activities			

Rules / instructions			
Changes in routine			
Being challenged regarding conduct			

Existing control measures	Y / N	Comments	Level of success H/M/L
Alternative curriculum / provision			
Familiarisation with new places			
Changes made to physical environment			
Transport arrangements			
Removal of potential 'weapons / missiles'			
Specialist equipment (e.g. radios / panic alarms)			
SEND / sensory learning equipment			
Behaviour contract / agreement			
Fixed term suspension			
Positive Handling Plan			
Individual behaviour plan			
Timetable adjustment			

Details of multi agency support (e.g. BOSS / CAMHS / WMIM)

Assessed by	Signature	Date	Date for review

Appendix 7: Behaviour Blueprint

The Mallard Way: Behaviour Blueprint

OUR MALLARD VALUES

Motivated: "We try our best every day and never give up!"

Ambitious: "We dream big and reach for the stars!"

Learning Together: "We help each other learn and grow."

Leadership: "We set good examples and inspire our friends."

Adaptable: "We are flexible and can handle changes easily."

Respectful: "We treat everyone kindly and with respect.

VISIBLE CONSISTENCIES

- Daily Meet and Greet
- Wonderful Walking
- Legendary Lines
- Mallard Manners & 4'Be's praised first
- Daily reinforcement of the Mallard Values

RECOGNITION

- Recognition Boards
- MALLARD Reward Points
- Proud MALLARD Certificates
- Home contact
- Postcards
- SLT praise

OUR RULES: The Four 'Be's

Be Ready — Be Respectful

Be Safe — Be Kind

RELENTLESS ROUTINES

Count Down from Five	Terrific Transitions
Praise in Public (PIP)	Remind in Private (RIP)
Consistent language	Time In not Time Out
Punctuality rewarded	Attendance promoted daily

STEPPED BOUNDARIES

1. **Reminder** of rule + Do you need help with the rule?
2. Last chance **Warning** (using the **microscript**)
3. Time In/ **Calming** time
4. Immediate consequence/ **Follow Up**
5. **Repair / Restorative** conversation
6. *Parental involvement including the child*
7. *Restorative conversation with SLT (straight to this step if it's a serious incident)*
8. *Individual Behaviour Plan*
9. *Suspension (last resort)*

MICROSCRIPTS

- I can see that maybe you're feeling…
- I can see that because you are…
- The consequence of this will be…
- Do you remember the ___ (positive behaviour) I saw ____?
- That's who I need to see again now.

Thank you for listening.

RESTORATIVE QUESTIONS

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time? What have you felt since?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right? How can we do things differently?